

## Ebenezer Avenue Elementary

242 Ebenezer Avenue  
Rock Hill, SC 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	321 Students	
<b>Principal</b>	Johneka Simmons	803-981-1435
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good*</b>
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

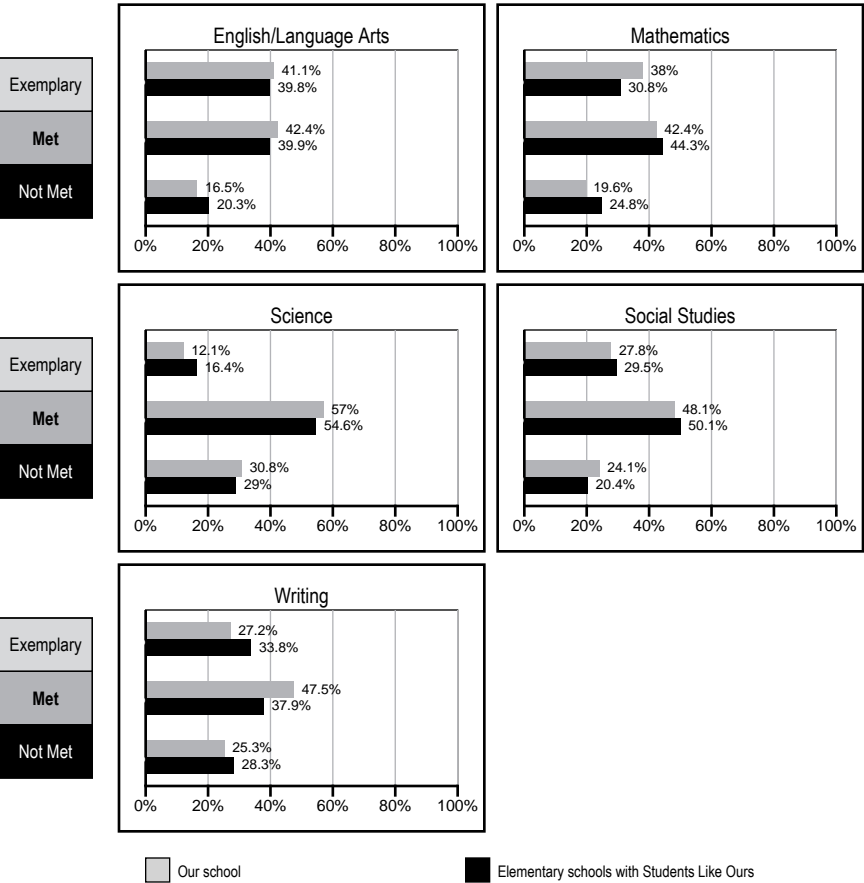
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	29	54	2	0

\* Ratings are calculated with data available by 03/16/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in a meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=321)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.5%	1.9%	1.9%
Attendance rate	96.8%	Down from 96.9%	96.2%	96.3%
Eligible for gifted and talented	8.8%	Down from 10.5%	11.0%	10.0%
With disabilities other than speech	11.1%	Down from 14.6%	8.7%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	59.3%	No Change	59.0%	59.4%
Continuing contract teachers	70.4%	Up from 66.7%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Down from 95.1%	86.4%	85.9%
Teacher attendance rate	97.0%	Up from 96.9%	95.3%	95.1%
Average teacher salary*	\$48,528	Up 2.9%	\$46,874	\$47,149
Professional development days/teacher	6.5 days	Down from 7.7 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 92.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,471	Up 9.4%	\$7,135	\$7,458
Percent of expenditures for instruction**	72.2%	Up from 71.7%	67.9%	68.8%
Percent of expenditures for teacher salaries**	68.6%	Up from 67.2%	63.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As we begin this school year, we will continue to focus on academic excellence for all of our students. This year's theme is "Enriching Educational Experiences to Ensure Eagle Success." Our goal is to provide a quality educational program of excellence for each child by maintaining high expectations for their academic, social, and emotional growth and development. We will also maintain our focus of creating an optimal learning environment that fosters tolerance and diversity while encouraging community involvement. To accomplish these goals, we are committed to developing a nurturing and safe environment, and fostering a positive working relationship among our students, families, staff, and community.

During the 2009-2010 school year, our students' safety and academic success will continue to be our top priority. In our efforts to remain committed to maximizing the performance of each child while building a strong sense of self-confidence, we will continue to incorporate character development, integrate all South Carolina Curriculum Standards into engaging lessons for our students, and create assessments for learning experiences.

I am sure that I speak for the entire staff when I say that your ongoing support and involvement is valued as we work together to continue to build a strong academic program dedicated to individual growth and achievement of all students. I hope you and your family will enjoy being a part of the educational journey that lies ahead.

Tanya Campbell, Principal  
Lisa Knight, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	48	28
Percent satisfied with learning environment	100.0%	93.8%	92.9%
Percent satisfied with social and physical environment	100.0%	91.7%	96.4%
Percent satisfied with school-home relations	88.5%	91.3%	96.4%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	169	100	16.5	42.4	41.1	91.8	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	88	100	21.3	42.5	36.3	87.5	82	79.3	N/A	N/A
Female	81	100	11.5	42.3	46.2	96.2	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	96	100	8.6	40.9	50.5	94.6	92.4	89.5	Yes	Yes
African American	54	100	29.8	42.6	27.7	87.2	74.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	15	100	21.4	57.1	21.4	92.9	80.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	40	40	20	76.7	57.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	18.2	54.5	27.3	90.9	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	97	100	24.4	46.5	29.1	88.4	76.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	169	100	19.6	42.4	38	84.8	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	88	100	20	38.8	41.3	85	80	77	N/A	N/A
Female	81	100	19.2	46.2	34.6	84.6	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	96	100	11.8	38.7	49.5	88.2	91.5	87.2	Yes	Yes
African American	54	100	31.9	53.2	14.9	76.6	68.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	15	100	28.6	28.6	42.9	92.9	80.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	63.3	26.7	10	43.3	50.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	27.3	36.4	36.4	90.9	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	97	100	31.4	38.4	30.2	75.6	72.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	115	100	30.8	57	12.1	69.2	71	67.5
<b>Gender</b>								
Male	64	100	30.5	54.2	15.3	69.5	70.2	67
Female	51	100	31.3	60.4	8.3	68.8	71.8	68
<b>Racial/Ethnic Group</b>								
White	70	100	20.9	61.2	17.9	79.1	83.9	79.5
African American	35	100	48.4	48.4	3.2	51.6	50.7	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	59.8	71.2
<b>Disability Status</b>								
Disabled	26	100	70.8	25	4.2	29.2	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	67	100	40.7	55.9	3.4	59.3	55.1	55.1

**Social Studies**

All Students	116	100	24.1	48.1	27.8	75.9	76.4	72.3
<b>Gender</b>								
Male	64	100	26.3	45.6	28.1	73.7	75.6	71.5
Female	52	100	21.6	51	27.5	78.4	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	66	100	23.4	43.8	32.8	76.6	84.9	80.7
African American	35	100	26.7	50	23.3	73.3	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	88.5
Hispanic	13	100	8.3	75	16.7	91.7	75.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62	72.2
<b>Disability Status</b>								
Disabled	23	100	52.4	38.1	9.5	47.6	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	67	100	25.4	52.5	22	74.6	64.3	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	164	100	25.3	47.5	27.2	74.7	73.1	70.2	96.8	96.7
<b>Gender</b>										
Male	84	100	35	42.5	22.5	65	65.9	63.2	96.8	96.6
Female	80	100	15.4	52.6	32.1	84.6	80.9	77.5	96.8	96.8
<b>Racial/Ethnic Group</b>										
White	96	100	21.5	43	35.5	78.5	82.5	79.1	96.4	96.6
African American	50	100	36.2	46.8	17	63.8	59.2	57.6	97	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.6	97.3
Hispanic	14	100	14.3	71.4	14.3	85.7	65.7	62.6	98.1	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60.7	68.7	97.6	95.2
<b>Disability Status</b>										
Disabled	32	100	76.7	20	3.3	23.3	30.2	26.1	96.4	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	11	100	18.2	72.7	9.1	81.8	63	61.2	98.1	96.6
<b>Socio-Economic Status</b>										
Subsided meals	91	100	31.8	48.2	20	68.2	59.5	58.9	96.7	96.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	10.4	31.3	58.3	89.6
	4	62	100	26.3	47.4	26.3	73.7
	5	57	100	11.3	47.2	41.5	88.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	50	100	18.8	31.3	50	81.3
	4	62	100	24.6	43.9	31.6	75.4
	5	57	100	15.1	50.9	34	84.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	24	100	21.7	52.2	26.1	78.3
	4	62	100	36.8	54.4	8.8	63.2
	5	29	100	25.9	66.7	7.4	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	26	100	8	60	32	92
	4	62	100	35.1	42.1	22.8	64.9
	5	28	100	15.4	50	34.6	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	49	100	14.6	47.9	37.5	85.4
	4	60	100	33.3	52.6	14	66.7
	5	55	100	26.4	41.5	32.1	73.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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